

DOCUMENT RESUME

ED 204 019

PS 012 256

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 TITLE Developing and Teaching Bilingual Career Units in
 Preschool.
 PUB DATE 17 Mar 80
 NOTE 48p.: Paper presented at the Annual Meeting of the
 Michigan Reading Association (24th, Grand Rapids, MI,
 March 16-18, 1980).
 LANGUAGE English: Spanish
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS *Bilingual Education; *Career Awareness; Learning
 Modules; *Migrant Education; *Preschool Children;
 Preschool Education; *Role Playing; Self Esteem
 IDENTIFIERS Bilingual Instructional Material; Migrant Early
 Childhood Education Project

ABSTRACT

The development and teaching of a Spanish-English preschool career unit (the Fruit and Vegetable Industry unit), developed to help migrant children enhance their self-images by recognizing the importance of their families' contribution to food production, is described in this paper. A brief description of the development of this unit is provided with some explanation of how a teacher can develop his or her own preschool bilingual unit. The unit includes the program goals, pre-assessment and evaluation sheets, instructions for taking a field trip and having a class visitor, and a series of instructional capsules which describe how to involve children in playing the roles of farmers, field workers, pickers, crew-leaders, and cannery workers. The unit is designed so that it can be taught either over a period of five to ten days or five to seven hours. Language arts, science, math, social studies, and art-related activities are also incorporated into the unit.
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DEVELOPING AND TEACHING BILINGUAL CAREER UNITS IN PRESCHOOL

The Coloma Migrant Program had used career materials with pre-schoolers for several summers. The first grade grocery unit with its pre-tests, post-tests, and activity sheets was inappropriate for the children, but they did enjoy building a store and shopping for 1¢ items. Emphasizing counting skills and the work of the grocery store employees, this adaptation of a career unit was better than nothing, for no commercial preschool units came to the attention of the teacher.

In the pre-planning session for the 1979 Migrant Program, the teacher of the seven-year-olds who used first grade units found it necessary to change to the Food Store. This change left the preschoolers with no career emphasis. To fill the void, their teacher, Charlotte Groff, developed "The Fruit and Vegetable Industry."

She first tried to choose a topic familiar to the migrant child's life-role which would enhance his/her self-image. The topic must emphasize the importance of his/her parents' farm work to the community. It must be based on the child's experiences, and it must be bilingual to develop a respect for his/her cultural heritage. Finally, it must develop a concept of good work habits---picking only the best fruit, being on time, and doing one's fair share.

The teacher also wished to develop academic skills for the pre-kindergarteners. Foremost were reading readiness skills. With a bi-

lingual unit, the child could respond orally either in Spanish or in English while developing vocabulary. Self-image and vocabulary are two sides of the same coin. Without words a child cannot express his/her ideas, but without a positive self-respect for those ideas, he/she will never practice the words. A stimulation for oral expression and an appreciation for what is said were both objectives of the unit. Counting (math) skills as used in the real world appeared when children counted the items they picked or paid the workers and the crew-leader. Color skills were used to determine which was the ripe fruit or which weed flower would be picked that day.

Having determined the purpose of the unit, the teacher looked for a suitable format. She had previously edited the career units K-6 for the Coloma Career Development Centered Curriculum (CDCC) Project ESEA Title IV-C which the Palo Alto, California, evaluators judged one of the ten best in the USA. Although this format was copyrighted, she obtained permission to use it for "The Fruit and Vegetable Industry."

First she wrote the performance objectives for the unit and the pre- and post-test evaluation sheets to measure them. (Later she would learn that those tests which required the recall of names---farmer, crew-leader, picker, etc.---were too hard for pre-schoolers. The children could repeat the names, but could not recall them on a test. In the end she had to revise Evaluation Sheets # 1 and # 2a after trying them in the classroom.)

Next the teacher outlined the capsules and made a few suggestions for teaching each one: "Introduction, The Farmer, The Crew-leader, The Field Worker, The Picker, The Cannery Worker, and The Conclusion." She talked to

the Spanish Consultant-translator, Mrs. Rosa Maria Olivares, to obtain a bi-cultural viewpoint and to verify certain facts. The consultant felt such a unit was necessary and gave invaluable help in its final preparation. Although the reference sheets were copyrighted, the CDCC generously gave permission for their use. Activity sheets consisted of letting the pre-schoolers draw their own pictures of someone picking fruit, hoeing a field, or doing other farm work.

The children's reaction to the units was highly positive. Everyone begged to role-play with hoes in the school sandpile or to pick clover flowers around the playground fence. One boy fell in love with the crew-leader's job. He was the best over-seer in the class. Communication was instantaneous and vocabulary developed in both Spanish and English during the role-playing activities.

The aides were highly supportive. One's husband worked in a canning factory, so she brought in extra materials for that capsule. The bilingual aide translated constantly and helped in dozens of ways to make the unit successful.

Although this bilingual, preschool career unit is somewhat of a first in the field, it is only a small sample of what could be done in this area. Topics should be relevant to the migrant preschooler. Possible topics might be Making Tacos (or any other Mexican food), Fiesta Workers, Pinata Makers, or Gasoline Station Employees---the ideas are endless.

First a teacher should think through the unit, outline the capsules, and get input from other teachers and workers in that industry. The format is very important. Schools must now teach careers, so a format can usually

be borrowed if the teacher is not going to publish his/her unit. Goals and performance objectives should be written early. Pre-test and post-test evaluation sheets should measure those objectives. From the unit outline, the teacher can begin writing the capsules. Keeping a record of resources and needed materials as the capsules are written will save time later. It is imperative to work with a bi-cultural teacher. Correct information, proper translation, and an understanding of the migrant child's viewpoint are all part of the bilingual consultant's contribution to the unit's success. Other teachers can also offer suggestions and ideas. The key word is flexibility. Any good ideas are worth trying. Reference sheets should be written and added whenever they are needed.

Finally the unit is ready for the classroom. After giving the children the pre-test, the teacher will have to try the unit with the class. Some seemingly good ideas will prove unteachable. Here one should not be discouraged---the teacher will have to change the material and go on teaching. Some evaluations may prove too hard for preschoolers. Again one cannot become discouraged. A new evaluation must be made, but the teaching goes on.

If the teacher is enthusiastic about the unit, the children will be also. Writing preschool, bilingual units is work---lots of work---but the joy on those little faces as they role-play the activities will more than repay the teacher for the time and effort he/she has spent.

Charlotte V. Groff
March 17, 1980

CONTENT DESCRIPTION ABSTRACT

Developing and Teaching Bilingual Career Units in Preschool

features the writing and teaching of "The Fruit and Vegetable Industry," a Spanish-English preschool career unit specifically designed for migrant children. The unit's purpose is to help the migrant child build positive self-concepts by recognizing the importance of his/her family's contribution to food production. Children actually role-play farmers, field workers, pickers, crew-leaders, and cannery workers. The unit was written in the format of the Coloma Career Development Centered Curriculum (CDCC) Units ESEA Title IV-C which were adjudged one of the ten best programs in the USA. The presentation attempts to encourage other teachers to develop their own bilingual career units for preschoolers.

Charlotte V. Groff

THE FRUIT AND VEGETABLE INDUSTRY

Pre-Kindergarten

Developed by:

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*Format and Materials Courtesy of
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ESEA Title IV-C
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FOREWORD

This pre-kindergarten unit was developed to help migrant children enhance their self-images by recognizing the importance of their families' roles in the fruit and vegetable industry. Since the Coloma Migrant Program had already adopted the Career Development Centered Curriculum (CDCC) Units from kindergarten through the upper grades, it seemed best to continue this format for a pre-school unit. The themes, elements, goals, performance objectives, evaluations, tabulations, and two reference sheets are copied or adapted from the CDCC Units and are used by permission. However, all the capsule ideas and activities are the original work of the developer. They do not necessarily reflect the views of the Coloma CDCC Project, ESEA Title IV-C.

Charlotte Groff
Teacher of Five-Year-Olds
Coloma Migrant Program 1968-1979

"The Fruit and Vegetable Industry"
Pre-Kindergarten

Unit Rationale

This unit provides experiences to help the students understand and appreciate the fruit and vegetable industry workers and the services they provide.

The fruit and vegetable industry and its workers provide a basic need in the community. Without farm workers to provide fresh, frozen, or canned fruits and vegetables many of the items in the food stores would be missing. Without fruits and vegetables the entire way of life in the community would be changed if not paralyzed.

The major topics developed in this unit are interdisciplinary. They include language arts, science, math, social studies, and art related activities.

Teacher Information

This unit is designed to be taught over a period of five to ten (5-10) days or five to seven (5-7) hours.

Spanish speaking children should be pre- and post-tested in Spanish. All the teaching facts should be given in both languages, so that every child understands what is being taught.

Teacher Preparation

Use the following suggestions:

1. Collect hoes for use of the farm workers.
2. Obtain roasted peanuts, raisins, etc. for paying the workers.
3. Collect baby food jars with lids.
 - A. Have the cooks sterilize these jars.
 - B. Remove the baby food labels.
4. Collect flower seals, Christmas seals, etc. to use on the jars as a "Brand Name."
5. Obtain a quart of fresh strawberries, cherries, etc. to use in the cannery.
6. Collect a hot plate, pan, and stirring spoon for cooking food in the cannery.
7. Refer to Reference Sheet #1 if a field trip is available.
8. Refer to Reference Sheet #2 if a role-model visits the classroom.

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 Pre-Kindergarten

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"The Fruit and Vegetable Industry"
Pre-Kindergarten

Element #1 - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will increase his/her awareness of the duties performed by workers in the fruit and vegetable industry.

Unit P. O. #1 - Given verbally the Spanish or English name of a worker in the fruit and vegetable industry, the student will correctly verbalize in Spanish or English at least one duty of that worker four-out-of-five times.
(Evaluation Sheet #1)

Unit Goal - The student will increase his/her awareness of implements used in the fruit and vegetable industry.

Unit P. O. #2 - Given a picture of two implements used in the fruit and vegetable industry and a verbal statement in Spanish or English describing one of those implement's use, the student will correctly point to a picture of that implement and give its Spanish or English name four-out-of-five times.
(Evaluation Sheets #2a, 2b, 2c, 2d, 2e)

Evaluation Procedure
"The Fruit and Vegetable Industry"
Pre-Kindergarten

Pre-Assessment

1. Review the elements, themes, goals, and performance objectives before you begin.
2. Read the following Spanish or English names of fruit and vegetable workers. Have the students verbalize in either Spanish or English at least one duty of the worker named. Note that this is an individual test.
 - (1) What does the crew-leader do? ¿Que hace el troquero?
(Accept any correct response.)
 - (2) What does the picker do? ¿Que hace el piscador?
(Accept any correct response.)
 - (3) What does the farmer do? ¿Que hace el ranchero?
(Accept any correct response.)
 - (4) What does the field worker do? ¿Que hace el que trabaja con el azadón?
(Accept any correct response.)
 - (5) What does the cannery worker do? ¿Que hace el trabajador en la enlatadora?
(Accept any correct response.)
3. Record the students' raw scores on Evaluation Tabulation Form B in the column Evaluation Sheet # 1, P. O. # 1 - pre.
4. Record on Evaluation Tabulation Form A, pre - P. O. # 1, the number of students who completed this activity with at least 80% accuracy.
5. Give the student Evaluation Sheet # 2a. Note that this is an individual test. Read the following statement in either Spanish or English. Let the child point to the correct picture and verbalize its name: "A worker climbs on this to pick cherries. What is it?" (ladder) "El trabajador sube en esto para cojer las cerezas. ¿Qué es?" (la escalera)
6. Give the student Evaluation Sheet # 2b. Read the following statement in either Spanish or English. Let the child point to the correct picture and verbalize its name: "A worker uses this to keep the sun out of his/her face. What is it?" (hat) "El trabajador usa esto para que el sol no le dé en la cara. ¿Qué es?" (un sombrero)
7. Give the student Evaluation Sheet # 2c. Read the following statement in either Spanish or English. Let the child point to the correct picture and verbalize its name: "A worker uses this to chop down weeds. What is it?" (hoe) "El trabajador usa esto para sacar las yerbas. ¿Qué es?" (un azadon)

Evaluation Procedure
(Continued)
"The Fruit and Vegetable Industry"
Pre-Kindergarten

8. Give the student Evaluation Sheet # 2d. Read the following statement in either Spanish or English. Let the child point to the correct picture and verbalize its name: "A worker puts cooked fruit in this. What is it?" (tin can) "El trabajador pone la fruta preparada (cocinada) en esto. ¿Qué es?" (una lata)
9. Give the student Evaluation Sheet # 2e. Read the following statement in either Spanish or English. Let the child point to the correct picture and verbalize its name: "A worker uses this to plow fields. What is it?" (tractor) "El trabajador usa esto para arar su tierra. ¿Qué es?" (un tractor)
10. Count the correct responses on Evaluation Sheets # 2a-2e. Record the students' raw scores on Evaluation Tabulation Form B in the column Evaluation Sheets # 2a-2e - pre.
11. Record on Evaluation Tabulation Form A, pre - P. O. # 2, the number of students who completed this activity with at least 80% accuracy.
12. Study the results of these tests, and review the performance objectives. Determine the areas in which the students will need the most help.
13. Follow the post-assessment procedures listed on this page to conclude this unit.

Post-Assessment

1. Follow instructions # 1-11 as listed in the pre-assessment section, but record the results in the post-test sections on Evaluation Tabulation Forms A and B.
2. File the completed Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "The Fruit and Vegetable Industry"

Teacher _____

Building _____

Grade Pre-Kindergarten

Performance Objective	Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P. O. # 1 Identify workers in the fruit and vegetable industry.	1	5	4			
Post - P. O. #1 Identify workers in the fruit and vegetable industry.	1	5	4			
Pre - P. O. # 2 Identify implements in the fruit and vegetable industry.	2a-2e	5	4			
Pre - P.O. # 2 Identify implements in the fruit and vegetable industry.	2a-2e	5	4			

Date Returned to Principal _____

* Administer the test in the sequence listed above.

Evaluation Tabulation Form B

Unit Name "The Fruit and Vegetable Industry"

Teacher _____

Building _____

Grade Pre-Kindergarten

1. Record the number of correct responses each student made on both the pre- and post-test Evaluation Sheets # 1 and 2a-2e.
2. Figure the percentage of growth.
3. Total at the bottom of the page the number of students who met the criteria as stated in Performance Objectives # 1 and 2.
4. Transfer all the totals to Evaluation Tabulation Form A.

Evaluation Sheet #	#1			#2a-2e			
P. O. #	#1	#1	#1	#2	#2	#2	
NAMES	Pre-Test	Post-Test	% of Growth	Pre-Test	Post-Test	% of Growth	
1.							
2.							
3.							
4.							
5.							
6.							
7.							17
8.							
9.							
10.							
11.							
12.							
13.							

Evaluation Tabulation Form B
(Continued)

6

Evaluation Sheet #		#1			#2a-2e		
P. O. #		#1	#1	#1	#2	#2	#2
Names		Pre-Test	Post-Test	% of Growth	Pre-Test	Post-Test	% of Growth
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							19
26.							
27.	13						
28.							
29.							
30.							
TOTALS							

EVALUATION SHEET # 1

1. What does the crew-leader do?
¿Qué hace el troquero?
2. What does the picker do?
¿Qué hace el piscador?
3. What does the farmer do?
¿Qué hace el rancharo?
4. What does the field worker do?
¿Qué hace el que trabaja con el azadón?
5. What does the cannery worker do?
¿Qué hace el trabajador en la enlatadora?

EVALUATION SHEET # 2a

1. A worker climbs on this to pick cherries. What is it?

El trabajador sube en esto para cojer las cerezas. ¿Qué es?



EVALUATION SHEET # 2b

2. A worker uses this to keep the sun out of his/her face. What is it?

El trabajador usa esto para que el sol no le dé en la cara. ¿Qué es?



EVALUATION SHEET # 2c

3. A worker uses this to chop down weeds. What is it?

El trabajador usa esto para sacar las yerbas. ¿Qué es?



EVALUATION SHEET # 2d

4. A worker puts cooked fruit in this. What is it?

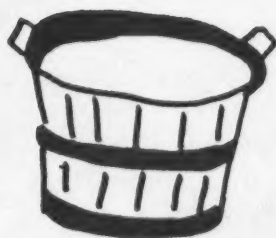
El trabajador pone la fruta preparada (cocinada) en esto. ¿Qué es?



EVALUATION SHEET # 2e

5. A worker uses this to plow fields. What is it?

El trabajador usa esto para arar su tierra. ¿Qué es?



Capsule #1

Introduction

- I. Ask the students what crop(s) their families are picking.
- II. Ask them the names of their crew-leaders.
- III. Ask if anyone knows the name of the farmer on whose farm he/she lives.
- IV. Explain that they will be learning about the work their families do on the farms.
- V. Stress that this work is very important to the community.
- VI. Say that they will be role-playing some of this farm work.
- VII. Explain that many families earn their living in the fruit and vegetable industry.
- VIII. Let each child make a picture of his/her favorite fruit or vegetable.

Capsula #1
Introducción

- I. ¿Que están piscando sus padres?
- II. ¿Cómo se llama el troquero?
- III. ¿Cómo se llama el rancho donde viven?
- IV. Aprenderán del trabajo que sus padres hacen en los ranchos y granjas.
- V. Este trabajo es muy importante para la comunidad.
- VI. Ustedes harán el papel como si fueran los trabajadores.
- VII. Muchas familias se ganan la vida trabajando en la fruta y verduras.
- VIII. Hazme un dibujo de tu fruta o verdura favorita.

Resources and Materials

Notes

Materiales y Recursos

Notas

Capsule #2

The Farmer

- I. Say that the farmer owns the land.
- II. Explain that farmers pay taxes.
- III. Stress that some farmers went to college to learn to grow good crops.
- IV. Say that farmers buy young fruit trees, plants, or seed.
- V. Say that they must take care of the fruit trees even in years when a freeze ruins the crop.
 - A. Explain that they must still spray the trees.
 - B. Say that they must trim the orchard.
- VI. Say that they must buy tools and equipment (machinery) to do the farm work.
- VII. Explain that many farmers provide houses for the farm workers.
- VIII. Say that the farmers pay the workers or the crew-leader.
- IX. Explain that farmers sell their crops.
- X. Stress that farmers need counting skills.

- I. El rancho es el dueño de la granja.
- II. Los rancho pagan impuestos.
- III. Algunos rancho fueron al colegio para aprender como hacer crecer más fruta y como mejorar la fruta y verduras.
- IV. Los rancho compran los arbolitos, matas, o semillas.
- V. Los rancho tienen que cuidar de sus arbolitos aun en los años que hace mucho frio y hielo de tal modo que daña los arbolitos.
 - A. Tienen que rociar los arboles.
 - B. Los rancho tienen que cuidar y arreglar los arbolitos y plantitas.
- VI. Tienen que comprar instrumentos y máquinas que les ayuden a hacer el trabajo necesario.
- VII. Muchos rancho tienen casas para sus trabajadores.
- VIII. Los rancho le pagan a los trabajadores ó al jefe de los trabajadores.
- IX. Los rancho venden lo que cosechan.
- X. Los rancho necesitan saber como contar y hacer cuentas.

Resources and Materials

Notes

Materiales y Recursos

Notas

Capsule #3

The Crew-leader

- I. Explain that the crew-leader hires the workers.
- II. Say that he/she buys a truck and pays for the gasoline.
- III. Explain that the crew-leader transports the workers to the work area.
- IV. Say that he/she finds work for them.
- V. Say that the crew-leader sees that the workers have a home.
- VI. Explain that some crew-leaders collect the money from the farmer for the workers.
- VII. Say that some crew-leaders pay the workers after the farmer pays them.
- VIII. Explain that some crew-leaders charge the workers for transportation and for getting jobs for them.
- IX. Say that the crew-leader takes the workers home when the season is over.
- X. Explain that the crew-leader needs counting skills and driving skills.
- XI. Invite a crew-leader to be a role-model.
 - A. Use Reference Sheet #2.
 - B. Follow the instructions it outlines.

- I. Explique que el troquero emplea a los trabajadores.
- II. Diga que el/ella compra un camión o camioneta y paga por la gasolina.
- III. Explique que el troquero transporta los trabajadores al lugar de trabajo.
- IV. Diga que el/ella les busca trabajo.
- V. Diga que el troquero les busca casas para vivir.
- VI. Explique que algunos troqueros reciben el dinero del agricultor (ranchero) para pagar a los trabajadores.
- VII. Diga que algunos troqueros pagan a los trabajadores después que el agricultor les paga a ellos.
- VIII. Explique que algunos troqueros cogen parte del dinero para pagar por buscarles trabajo y por transportar a los trabajadores.
- IX. Diga que el troquero regresa a los trabajadores a sus casas cuando se acaba el trabajo aquí.
- X. Explique que el troquero necesita saber matemáticas y como manejar un camión o camioneta.
- XI. Invite a un troquero a visitar su clase y que él diga a los niños de su trabajo, y les muestre como lo hace.
 - A. Use la hoja de Referencia #2.
 - B. Siga las instrucciones indicadas.

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XI.

A. Reference Sheet # 2

Página de Referencia #2

- I. Say that field workers hoe weeds.
 - A. Demonstrate the use of a hoe, and show it to the class.
 - B. Demonstrate the use of a hat, and show that it keeps the sun out of the workers' eyes.
- II. Suggest that field workers may drive tractors.
- III. Say that they may spray the crop to kill bugs.
- IV. Explain that field workers are paid by the hour.
- V. Mention that a field worker needs counting skills.
- VI. Have the children role-play the farmer, the crew-leader, and the field workers.
 - A. Let the farmer hire the crew-leader.
 - B. Have the crew-leader hire the field workers to hoe with real hoes in the sandpile.
 - C. Set a timer for one minute of hoeing.
 - D. Have the farmer pay the workers four (4) raisins (peanuts, etc.).
 - E. Have the farmer pay the crew-leader one (1) raisin (peanut, etc.) for each worker he hires. Explain that the crew-leader earns his/her living by finding jobs for the workers.
 - F. Try to let everyone have a turn to be a farmer, crew-leader, and field worker.

- I. Diga que el trabajador del campo tiene que sacar las hierbas con el azadón.
 - A. Demuestre el uso del azadón y muéstrelo a la clase.
 - B. Demuestre el uso del sombrero y explique que éste protege los ojos del trabajador contra el sol.
- II. Sugiera que los trabajadores quizás manejen tractores.
- III. Diga que ellos quizás rieguen las plantas contra los insectos.
- IV. Explique que algunos trabajadores son pagados por hora.
- V. Explique que el trabajador necesita saber contar y matemáticas.
- VI. Ponga a los niños a hacer el papel del trabajador, del troquero, y del rancharo.
 - A. Deje que el rancharo emplee al troquero.
 - B. Haga que el troquero emplee a los trabajadores y que los trabajadores usen un azadón de verdad en el cajón de arena.
 - C. Ponga el minuterio para que los niños hagan un minuto de trabajo con el azadón.
 - D. Haga que el rancharo pague a los trabajadores cuatro (4) pasas (cacahuates, etc.)
 - E. Haga que el rancharo pague al troquero una (1) pasa (cacahuate, etc.) por cada trabajador que el empleó. Explique que el troquero se gana su dinero buscandoles trabajo a los trabajadores.
 - F. Permita que cada uno tenga un turno en ser el rancharo, el troquero, y el trabajador.

I.

A. a hoe

un azadón

B. a hat for field work

un sombrero apropiado
para usar en el campo

II. a picture of a tractor

una fotografía o ilustración
de un tractor

VI.

B. at least 3 hoes

por lo menos 3 azadones

C. a timer that rings

un minuterero que tenga campana

D. raisins, peanuts, or
play moneypasas, cacahuates o
dinero de jugar

- I. Stress that the pickers harvest the crop(s).
- II. Say that field workers often become pickers in harvest time.
- III. Explain that the pickers work for the farmer or crew-leader.
- IV. Say that they must be able to pick fast to make any money.
- V. Explain that they receive money only for the baskets they pick.
- VI. Say that they must be careful not to bruise the fruit or vegetables because no one will want to buy damaged fruit. Explain that they must pick only the best fruit and vegetables to sell.
- VII. Say that they need to know colors to tell when the crop is ripe.
- VIII. Explain that they need to know counting skills to know how many baskets they have picked.
- IX. Ask what would happen if a picker went to sleep in the field or didn't come to work some morning because he/she was lazy.
- X. Mention that the pickers use bushel baskets, berry boxes, and buckets to hold the fruit they have picked. Say they may climb ladders to pick cherries or apples.
- XI. Say that they wear hats to keep the sun out of their eyes.
- XII. Let the children role-play the farmer, the crew-leader, and the pickers.
 - A. Have the farmer hire the crew-leader.
 - B. Let the crew-leader take the pickers out into the schoolyard to gather dandelions, clover blossoms, or clover leaves.
 - C. Have the farmer pay the pickers one (1) peanut (raisin, etc.) for every flower or leaf picked in three (3) minutes. (Have the crew-leader be sure the pickers are picking only the best blossoms or leaves.)
 - D. Have the farmer give the crew-leader two (2) peanuts (raisins, etc.) for each bouquet picked by the workers.
- XIII. Plan a trip to the fruit market to see the crops being sold.
 - A. See Reference Sheet #1.
 - B. Follow the instructions listed there.

Capsula #5

El Recogedor - o el trabajador que recoje la cosecha

- I. Dé mucha importancia a que el trabajador o el recogedor es el que recoje la cosecha.
- II. Diga que el trabajador del campo muchas veces es recogedor en el tiempo de la cosecha.
- III. Explique que el recogedor trabaja para el agricultor ó el troquero.
- IV. Diga que deben ser rápidos para trabajar para ganarse buen dinero.
- V. Explique que ellos ~~se~~ reciben pago solo por las canastas que recogen.
- VI. Diga que tienen que tener mucho cuidado y no magullar o golpear la fruta y legumbres porque nadie quedará comprar frutos golpeados. Explique que ellos deben recoger solo los mejores frutos y legumbres.
- VII. Diga que ellos deben de saber la diferencia entre los colores para saber cuando está madura la fruta.
- VIII. Explique que ellos deben de saber contar para saber cuantos canastos han recogido.
- IX. Pregunte qué pasaría si un recogedor se durmiera en el campo o si no viniera a trabajar en la mañana porque se siente perezoso/perezosa.
- X. Diga que los recogedores usan canastas, cajas de fresas, y cubetas para echar la fruta que estan recogiendo. Diga que quizás tengan que subir la escalera para alcanzar las cerezas y manzanas.
- XI. Diga que usan sombreros para proteger sus ojos del sol.
- XII. Deje que los niños hagan el papel del ranchero, el troquero, y los recogedores.
 - A. Haga que el ranchero emplee al troquero.
 - B. Permita que el troquero lleve a los recogedores al patio de la escuela a recoger "dandelions," hojas, o flores de trébol.
 - C. Haga que el ranchero pague a los recogedores un (1) cacahuete (pasa, etc.) por cada hoja ó flor recogida en tres (3) minutos. (Dígale al troquero que esté seguro que los recogedores estén recogiendo solo las mejores hojas o flores.)
 - D. Diga al ranchero que le dé al troquero dos (2) cacahuates (pasas, etc.) por cada racimo que los trabajadores recogen.
- XIII. Planee un viaje al mercado de frutas para ver como se vende la fruta.
 - A. Véase página de Referencia #1.
 - B. Siga las instrucciones señaladas allí.

- X. a bushel, a quart box for berries
a bucket, a ladder

una canasta, una cajita de fresas,
una cubeta, una escalera

XII.

- C. a timer that rings
peanuts, raisins, play money,
etc.

un despertador con campana
cacahuates, pasas, dinero
de jugar, etc.

XIII.

- A. Reference Sheet #1

Página de Referencia #1

Capsule #6

The Cannery Worker

- I. Explain that the cannery gets fruit or vegetables from the farmer.
- II. Say that the cannery workers wash the fruit.
- III. Explain that they remove the stems, pits, pods, peelings, etc.
- IV. Say that cannery workers cook the fruit or vegetables before canning them.
- V. Say that they put the hot fruit or vegetables into cans.
- VI. Mention that each can is labeled to tell what is inside.
- VII. Say that cannery workers pack the cans into boxes for shipping to grocery stores.
- VIII. Discuss that would happen to a cannery worker who did not do his/her job.
 - A. Ask what would happen if the cannery worker went to sleep at work.
 - B. Ask what would happen if the cannery worker was late to work every day.
- IX. Say that cannery workers need to read recipes and labels.
- X. Mention that cannery workers need counting skills.
- XI. Have the children role-play the cannery workers.
 - A. Use a quart of strawberries or cherries.
 - B. Have the children wash the fruit to remove the spray.
 - C. Let the students hull, stem, and/or pit the fruit.
 - D. Let them cook it in a pan on an electric plate in the classroom.
 - E. Ask the school cook to sterilize some baby food jars and lids.
 - F. Form an assembly line.
 1. Let one child put a spoonful of fruit into the jars.
 2. Let another child put on the lids.
 3. Let a third child put on the labels.
 - a. Have the children pick a name for their brand, such as: "Flower Fruit."
 - b. Use a flower seal (Christmas seal, etc.) for a label.
 4. Have a fourth child put the jars into a box for shipping to stores.
 5. Be sure to give turns so that each child does something in the cannery.
 - G. Stress that cannery workers must be very clean and wear uniforms.

El Trabajador En La Fabrica De Enlatar

- I. Explique que la fábrica enlatadora recibe la fruta y las legumbres del rancho.
- II. Diga que los enlatadores lavan la fruta.
- III. Explique que ellos quitan los rabos, semillas, vainas, cáscaras, etc.
- IV. Diga que los trabajadores en la enlatadora cocinan la fruta y legumbres antes de embotellarlos.
- V. Diga que ellos ponen la fruta o legumbres caliente en los botes o latas.
- VI. Dígalos que cada bote o lata tiene escrito por fuera lo que está adentro.
- VII. Diga que estos trabajadores empacan los botes en cajas para que las lleven al mercado.
- VIII. Tenga una discusión sobre lo que pasaría a este trabajador si no hiciera su trabajo.
 - A. Pregunte que pasaría si este trabajador se durmiera en el trabajo.
 - B. Pregunte que pasaría si este trabajador llegara al trabajo tarde todos los días.
- IX. Dígalos que este trabajador necesita leer recetas y los rótulos de las latas.
- X. Dígalos que estos trabajadores necesitan saber contar y matemáticas.
- XI. Permita que los niños hagan el papel de los embotelladores.
 - A. Use un cuarto de fresas o cerezas.
 - B. Haga que los niños laven la fruta para quitarles los insecticidas.
 - C. Haga que los niños pélen, quiten el tallo, y las pepitas a la fruta.
 - D. Permita que cocinen la fruta en una cacerola o en una olla eléctrica, en el salón de clase.
 - E. Pídale a la cocinera de la escuela que le esterilize algunos botecitos vacíos de comida para bebé y sus tapitas.
 - F. Hagan una línea de producción.
 1. Deje que un niño ponga una cucharadita de la fruta en el botecito.
 2. Deje que otro niño le ponga la tapita.
 3. Deje que otro niño le ponga el rótulo.
 - a. Deje que los niños escojan un nombre para su producto, como: "Fruta de Flor."
 - b. Use un sello de flores (sello de Navidad, etc.) como el rótulo.
 4. Haga que el cuarto estudiante ponga los botecitos en una caja para que se los lleven a las tiendas.
 5. Fíjese que cada niño tenga un turno en hacer algo en la empacadora.
 - G. Dé mucha importancia a que los trabajadores de embotellar deben de ser muy limpios y usar uniformes.

IX.

- A. A quart of strawberries or cherries, etc.

Una cajita (un cuarto) de
fresas, cerezas, etc.

- C. An electric plate
A pan and a spoon

Una olla eléctrica
Una cacerola y una cuchara

- E. Sterilized baby food jars with
lids

Botecitos de alimentos de bebé
con sus tapitas ya esterilizados

- F. 3. Colored seals or Christmas
seals

Sellos en colores ó sellos
de Navidad

4. A box for the jars

Una caja donde empacar los
botecitos preparados

- G. Picture of a person in a white
uniform

Retrato de una persona en
uniforme blanco

Capsule #7

Conclusion

- I. Review the work of the farmer.
- II. Review the work of the crew-leader.
- III. Review the work of the field worker and the picker.
 - A. Stress that they wear hats to keep the sun out of their eyes.
 - B. Mention that they use hoes in field work.
 - C. Say that they use buckets, quart boxes, and bushel baskets for fruit.
 - D. Explain that they use ladders for picking tree fruit.
 - E. Say that they use tractors to pull farm wagons and to plow in the fields.
- IV. Review the work of the cannery worker.
 - A. Stress that cannery workers must be very clean and wear uniforms.
 - B. Say that they use many cans in their work.
- V. Stress how each worker is a necessary part of the fruit and vegetable industry.
- VI. Ask each child to choose which job he/she liked best.
 - A. Have each child draw a picture of his/her favorite job.
 - B. Let each child tell why he/she chose that job.
- VII. Give the children the post-test.

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- I. Repáse el trabajo del agricultor (el ranchero).
 - II. Repáse el trabajo del troquero.
 - III. Repáse el trabajo del trabajador y del recogedor.
 - A. Enfatize que ellos usan sombreros para proteger sus ojos del sol.
 - B. Dígales que ellos usan azadones en el campo de trabajo.
 - C. Dígales que ellos usan cubetas, cajitas de un cuarto, y canastas para la fruta.
 - D. Explíqueles que ellos usan escaleras para alcanzar la fruta en los árboles.
 - E. Dígales que ellos usan tractores para halar los carretones de fruta y para arar los campos.
 - IV. Repase el trabajo del embotellador.
 - A. Enfatize que los trabajadores en la embotelladora o empacadora deben de ser muy limpios y usar uniformes.
 - B. Dígales que ellos usan muchas latas o botes en su trabajo.
 - V. Enfatize como cada trabajador es una parte necesaria de la industria de frutas y legumbres.
 - VI. Pídale a cada niño que escoja el trabajo que le gustó más.
 - A. Permita que cada niño haga un dibujo de su trabajo favorito.
 - B. Permita que cada niño diga porque escujo ese trabajo.
 - VII. Dé a los niños el examen final.

Resources and Materials

Notes

Materiales y Recursos

Notas

Reference Sheet #1
Field Investigation

Call the place the class is planning to visit well in advance.
Follow-up this call with a letter confirming all the things discussed
and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation.
Make bus arrangements for the students in advance.

Have two or three adults accompany the students on their trip. Con-
tact them in advance.

Send a letter home to the parents telling them where the students are
going, when they are going, and if they need anything extra in the way of
lunch or clothing.

Prepare the students before the trip with the questions to ask the
workers they will be seeing. Note that each investigation will be dif-
ferent.

Be sure to remind the building principal on the day of the trip about
where the students are going and when they will return. Do the following
activities when the students return from their trip.

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter.

Reference Sheet #2
Role-Model

Contact the role-models well in advance of their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Ask, "What are desirable worker characteristics?"
10. Suggest questions about the model's personal life.
(family, hobbies, etc.)

1. ¿Cuál es su trabajo?
2. ¿Le gusta su trabajo - lo que ud. hace?
3. ¿Cuántas horas trabaja al día?
4. ¿Qué entrenamiento ha tenido usted?
5. ¿Viene alguien a revisar lo que usted hace?
6. ¿Cuál aspecto de su trabajo le gusta más?
7. ¿Cuál le gusta menos?
8. ¿Qué implementos usa?
9. ¿Cuáles son las características más agradables de un trabajador de este tipo?

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters within a day or two after the role-models' visit.